

**Applied Behavior Analysis Course (BCBA):  
Basic Principles and Characteristics of Behavior  
Brandman University  
Course 1 OBH1  
3 semester hours-Course 1**

**Instructor: Michael Weinberg, Ph.D., BCBA-D**

**Required Texts:**

Cooper, Heron & Heward. (2007). *Applied Behavior Analysis* (or most current Version)

Sulzer-Azaroff, & Mayer. (1991). *Behavior Analysis for Lasting Change*

**Optional but Recommended Text:**

Martin, G. & Pear, J. (2000). *Behavior Modification: What is it and how to do it?*  
Prentice

**Course Description:** This is the first course of five 45 hr. classes required for certification by the BACB as a BCBA. This course focuses on the basic concepts in the field of applied behavior analysis, preparing students for the application of behavioral principles in various settings, including home, residential facilities and with various clinical populations from developmental disabilities to emotionally and behaviorally disturbed individuals. The course is based upon the BACB® Third Edition Task List. Content Area and Task numbers covered for each lesson are indicated for each lesson in the syllabus, below. Students will be able to identify the underlying assumptions of behavior analysis, distinguish between behaviorism, the experimental analysis of behavior, and applied behavior analysis, demonstrate an understanding of the dimensions of applied behavior analysis (ABA) and interpret articles from the behavior analytic literature. Students will be able to identify the definitions of behavior/response/response class; environment; stimulus; consequence; antecedent; reinforcement; punishment; stimulus control; establishing operation; contingency functional relationships; extinction; generalization. Students will be able to discriminate between the respondent conditioning model and the operant conditioning model.

This course utilizes principles from behavior analysis to teach the course, including those borrowed from the Keller Method, frequent assessment and feedback in the form of “probes,” and adult education methods.

**Method of Evaluation:** Students must participate in all lessons for each class and attain 90% or higher average on probes (Quizzes), online activities, and exams. “Probes” are based upon content of the prior few classes and are not inclusive of material in other areas.

**Class Policies:** Students are required to participate in the online courses and complete all activities and quizzes based on the 90% or higher performance criterion. A Course Certificate will be given contingent upon 80% average mastery of exams, completion of all course lessons, and full payment of all tuition and/or fees.

**General issues about this course:** This course will be based upon online interactive methods, with activities and exercises in which students will participate throughout the course. Short quizzes will be given frequently, based upon the course content for the covered class content, including information listed on the task list, and any additional readings assigned for that period.

Classes will be conducted in an online forum and will be self-paced by the student.

### Course Outline and Schedule by Class

Time Line	Topic	Readings	Content Area & Task No.s Covered
Lesson 1	1. Overview of course 2. Intro. to Behavior Analytic Theory and Application  <i>Videos on BF Skinner:</i> 1. Columban Simulation Project (Skinner & Epstein); 2. B.F. Skinner and applications of behavior analysis	<b>REQUIRED</b> <i>Applied Behavior Analysis</i> , Cooper, Heron & Heward, Ch's 1&2; Definition, Characteristics, Basic Concepts  <i>Behavior Analysis for Lasting Change</i> , Sulzer-Azaroff & Mayer. Chapter 1.  <i>Journal of Applied Behavior Analysis</i> , Baer, Wolf, Risley Dimension of applied behavior analysis.	Content Area 2. Task No.s: 2 – 1 2; 2 – 2; 2 – 3 2; 2 – 4; 2 – 5; 2 – 6 2
Lesson 2	Terms & Concepts in Science and Applied Behavior Analysis; 7 Dimensions of ABA; Intro. to principles of behavior  Competency Quiz	<b>RECOMMENDED</b> <i>Principles of everyday behavior analysis</i> . 1997. L. Keith Miller, Unit 1, Lessons 1 & 2  Third Edition Task list.	

		BACB®	
Lesson 3	How to read and understand research articles in Applied Behavior Analysis	<p><b>REQUIRED</b> <i>Applied Behavior Analysis.</i> Cooper, Heron &amp; Heward Chapters 11 &amp; 12.</p> <p><b>RECOMMENDED</b> Axelrod, S., &amp; Apsche, J. (1983). <i>The effects of punishment on human behavior.</i> New York: Academic Press.</p> <p>Rachlin. (1976). <i>Introduction to Modern Behaviorism.</i> Ch. 2.</p>	<p>Content Area 2. Task No.s: 2 – 7 2</p> <p>Content Area 3. 3 – 1; 3 – 2; 3 – 3; 3 – 4; 3 – 5; 3 – 6; 3 – 7; 3 – 8; 3 – 9; 3 – 10; 3 – 11; 3 – 12; 3 – 13; 3 – 14;</p>
Lesson 4	<p>Principles of Behavior: Concept of the Operant; Define behavior and response class; Stimulus; Conditioned &amp; Unconditioned Rft.;</p> <p>Pavlovian Conditioning; Compare and contrast Operant and Pavlovian conditioning.</p> <p>Reinforcement – positive &amp; negative rft.</p> <p><i>Online Activity:</i> Identify Reinforcement and Punishments Contingencies</p> <p>Punishment Concept of contingency Functional relations Establishing Operations Setting Events Shaping Fading Extinction</p>	<p>Schwartz &amp; Robbins. (1995). <i>Psychology of Learning and Behavior.</i> Chapter 7, Operant Conditioning: Basic Phenomena, pp. 171 -207</p> <p><b>REQUIRED</b> <i>Applied Behavior Analysis.</i> 1987. Cooper, Heron &amp; Heward Chapters 2 &amp; 19</p> <p>Michael. (1982). Distinguishing between discriminative and motivational functions of</p>	

	<p>Stimulus Control Schedules of Reinforcement; Conditioned Rft. Token Systems</p> <p><i>Online Activity – Match concepts and terms of basic principles of behavior</i></p>	<p>stimuli. <i>JEAB. 37,149-155.</i></p>	
Lesson 5	<p>Defining behavior; objective and measurable; observable Role of Behavior Analyst In applied settings; introduction to modern Behaviorism. Concepts and Utilization of: reinforcement; extinction; differential reinforcement; Shaping; Reinforcer Effectiveness; Ratio Schedules; Interval Schedules; Stimulus Discrimination and Generalization; Conditioned Reinforcement</p> <p>Competency Quiz</p>	<p><b>REQUIRED</b> <i>Applied Behavior Analysis.</i> 1987. Cooper, Heron &amp; Heward Chapters 3, 4 &amp; 5.</p> <p><i>Behavior Analysis for Lasting Change.</i> 1991. Sulzer-Azaroff &amp; Mayer, Chapters 4 &amp; 5.</p> <p><b>RECOMMENDED</b> <i>Principles of everyday behavior analysis.</i> 1997. L. Keith Miller, Unit 1, Lessons 3 &amp; 4; Unit 2, Lessons 8, 9, 10, 11, 12, 13, 14, &amp; 15; Unit 3, Lessons 16, 17 &amp; 20.</p>	<p>Content Area 3. Task No.s: 3 – 1 through 3 – 12</p> <p>Content Area 6 Task No.s: 6 – 1 &amp; 6 – 2</p>
	<p>Defining behavior and data collection; concepts and utilization of basic principles of behavior</p>	<p><b>REQUIRED</b> <i>Applied Behavior Analysis.</i> 1987. Cooper, Heron &amp; Heward Chapters 12, 13 &amp; 17</p> <p><b>RECOMMENDED</b></p>	<p>Content Area 3. Task No.s: 3 – 5; 3 – 6; 3 – 11; 3 – 12; 3 – 13; 3 - 19</p>

Lesson 6	<p>Seven Dimensions of Applied Behavior Analysis</p> <p>Role of the Behavior Analyst</p> <p>Rule Governed Behavior vs. Contingency-Shaped Behavior Generalization;</p> <p><i>Online Activity:</i> Select the most appropriate choice for how to promote generalization.</p>	<p>Rachlin. (1976) <i>.Introduction to Modern Behaviorism. Chapters 2 &amp; 3</i></p> <p><b>RECOMMENDED</b> Shimoff &amp; Catania. (1998). The verbal governance of behavior.</p>	
Lesson 7	<p>Discrimination;</p> <p><i>Online Activity:</i> Select the most appropriate approach to teach someone to discriminate between two stimuli (could be a context, a person, a situation, setting etc).</p> <p>Chaining</p> <p><i>Online Activity:</i> - Select the most appropriate approach or method for teaching a skill</p>		

	<p>sequence with a task analysis to teach a behavior chain</p> <p>Elicited vs. Emitted behavior;</p> <p><i>Online Activity:</i> Select the correct sequence for teaching an operant and a respondent behavior</p> <p>adjunctive behavior, interim and terminal behavior; Issues in use of punishment</p> <p><i>Online Activity:</i> Select the most appropriate positive punishment method and a negative punishment method, to reduce a problem behavior Identify at least 2 pros and cons for the use of punishment</p> <p>Reinforcement and extinction-Part II</p> <p><i>Online Activity</i> Identify Reinforcement or Extinction</p>		
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	<p style="text-align: center;">Procedures</p> <p>Learning curves, reinforcers as opportunity for behavior.</p> <p><i>Online Activities:</i></p> <ol style="list-style-type: none"> <li>1. Match the correct Differential Reinforcement Procedure to each vignette</li> <li>2. Match the correct Contingency Procedure to each vignette</li> <li>3. Select the most appropriate method to teach a skill with a reinforcement system.</li> <li>4. Select a method for eliminating problem behavior utilizing extinction</li> </ol>		
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		stimuli. <i>JEAB</i>  Shimoff & Catania. (1998). The verbal governance of behavior.	
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**Additional Readings/ Bibliography**

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New York: Academic Press.

Baer, Wolf, & Risley (1968). Some current dimensions of applied behavior analysis.  
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Behavior Analysis, 29*, 43-51.

Michael. (1982). Distinguishing between discriminative and motivational functions of  
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Co.: Pacific Grove,  
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Schwartz & Robbins. (1995). *Psychology of Learning and Behavior*. Norton.

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*Handbook of research methods in human operant behavior*, pp. 371-404. NY: Plenum Press.

Skinner, B.F. (1957). *Verbal behavior*. NY: Appleton-Century-Crofts.